

KIDS’ HISTORY – AUGUST 2004

## Hartwick Pines

**Note to teachers:** This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the “Michigan Time Traveler” page published in the *Lansing State Journal* on August 18, 2004. You may reproduce the pages in this supplement to use with students.

**MASTERY** (*SOC 1. 2. Comprehending the Past; SOC 1.3. Analyze and Interpret the Past; ELA. I. Meaning and Communication in Context*)

**Children’s Chores in a Logging Camp:** If you lived in Crawford County in 1874, where would you probably have lived? (In a logging camp) What things you have today would you not have had? (Video games, television, automobiles) What would you have done for play? (Boys might have wrestled or whittled [cut shavings from wood with a knife to make an object]. Girls might have played with a doll.) What were some of the jobs children did? (Carried water; worked in the kitchen—as “cookee”; a “road monkey,” keeping icy roads in good condition.)

**The Tall Pines:** Why did John J. Higgins come to Crawford County in 1869? (To work as a government surveyor—someone who determines the boundaries of land) Whenever Mr. Higgins went away from Crawford County, why did he always return? (Because he loved the tall timber) How tall were the pine trees? (80 to 140 feet tall) Why did people make “Clearings” in the forest? (To create places to live)

**The Woman Behind the Trees** In what years did Michigan produce more lumber than any other state? (1870 to 1900) Why did Karen Michelson Hartwick donate 8,000 acres of land including 85 acres of old growth pine? (To commemorate the logging history of the region and her husband who had died in World War I)

**ACTIVITY ONE: Write a Thank You Letter** (*SOC 1.4 Judging Decisions from the Past; SOC VII.1 Responsible Personal Conduct; ELA 2 Meaning and Communication: Writing; ELA 6 Voice; Arts 2 Creating*)

**Background:** Many people give gifts—to family, friends, organizations. Sometimes it is for a specific event—such as a birthday, wedding or holiday. Most often we give gifts to someone we know. Sometimes people give gifts to a community, an organization or future generations. Have a discussion with students about gift giving. Ask them to share their experiences about gift giving. Do they have a favorite gift that they gave someone? Why? Can they think of something in their school or town that, like Hartwick Pines, was a gift to a community or organization? While it may seem formal to write a thank you note, it is important for both the receiver and the gift giver. How have they thanked a person for a gift? In person? By telephone? Email?

**Activity:**

**Part I:** Copy and pass out **Thank you Letters to Mrs. Karen Hartwick** (page 3). Have students read the letters aloud in class. Ask them to talk about what Mrs. Hartwick gave and why she gave it. Ask students to talk about the importance of her giving the gift at the time and in terms of long-term results or consequences.

**Part II:** Then, ask students to write a thank you letter to Mrs. Hartwick. Make sure they talk about why her contribution is so important to Michigan. Ask students if any of them have been to Hartwick Pines. They can include information in their letter based on their experience there. Ask students to draw a picture of the forest—based on the background photograph of the trees on the actual newspaper page, from their imaginations or from an experience there (if they’ve been there).

**Note:** If it is difficult to decipher the trees on the newspaper page, print out and copy page five of this Teachers’ Guide with the photograph of Hartwick Pines.

## **ACTIVITY TWO: What's Your Schedule?** *(ELA 2, Meaning and Communication: Writing)*

**Background:** People have all different kinds of schedules. There are different ways of remembering what they have to do each day. Sometimes people keep their schedules in their minds without writing down their activities. Others write their schedules in a notebook or journal, a wall calendar, desk calendar or calendar on a computer. Writing down what we have to do can help us organize our day-to-day activities.

Ask students how they remember what they have to do each day. Ask them if they sometimes have difficulty remembering what they have to do? Ask them how they might help themselves remember better?

**Activity:** Copy and pass out and have students read **A Day in the Life of A Logging Camp** (page 4). Then have students write up a typical school day, summer vacation day and weekend day in their life. Ask them to try to be as specific as possible. As if they think their schedules vary more or less than the schedule of someone who worked in a logging camp?

## **ACTIVITY THREE: Visual Perspective** *(Arts 2 Creating)*

**Discuss:** A photographer lay on her back while she took the photograph of the trees at Hartwick Pines for the background of the newspaper page. What was the photographer able to capture this way that she might not have been able to had she been standing up? How do the trees look in this photograph? Ask students to be as precise as possible. How might the image of the trees looked had she taken the photo standing up?

**Note:** If it is difficult to decipher the trees on the newspaper page, print out and copy page five of this Teachers' Guide with the photograph of Hartwick Pines.

**Activity:** Have students think about how many different ways or angles they can take a photograph or draw a picture of the same scene, image or person. Then ask them to draw a picture or take photographs of the same scene from at least three different perspectives.

## **ACTIVITY FOUR: Plant Trees, A Garden, Flowers** *(SOC II.2. Human/ Environment Interaction; SOC VII.1 Responsible Personal Conduct;)*

Talk with your principal and see if you can have students plant flowers or seedling pine trees on school property. To find out where to get seedling pines from the Michigan Association of Conservation Districts in your area for students to plant, go to: [www.macd.org](http://www.macd.org).

## Thank You Letters to Mrs. Hartwick

January 7, 1928

Mrs. Caren Hartwick  
Ann Arbor, Michigan

Dear Mrs. Hartwick:

This is just a word of appreciation for the action you have taken in dedicating a memorial park in memory of Major Hartwick.

I was a Corporal in the Battalion of which the Major had charge in France when he passed on and I am sure that no better memorial could have been designed to carry on the spirit of service which actuated him than does this group of old trees which will carry on to future generations the ideal of what was once Michigan's great heritage of forest.

My Company at Candelle, in France, published a little newspaper to which many of us contributed. I remember that at that time Major Hartwick passed on I had a poem in the paper memorializing our impressions at the time. It was entitled, "Crossing the Bar," and was based on Tennyson's poem of that name. I do not know if you ever received a copy of this—if not, I think I could find you one among my old papers.

Very Truly Yours,

J.C. DeCap,  
Assistant Professor  
Sec'y Michigan Forestry Association

May 31, 1931

Mrs. E.E. Hartwick  
17550 Fairview Drive  
Detroit, Michigan

Dear Mrs. Hartwick:

Two of our sons and ourselves have returned from visiting today the Hartwick Pines and we wish to express to you our appreciation of this, your magnificent gift to the people of Michigan. Surely no greater nor more instructive monument has ever been left to them.

The blue sky with a few floating clouds, the deep forest shadows streaked with sunshine and a moderate breeze with its "song of the pines," like a distant waterfall, made a picture which none of us will forget.

With best personal regards, we are,  
Sincerely yours,

Walter L. Finton  
Ella Robinson Frieto

Jackson Clinic, Surgical Section  
290 Michigan Avenue West  
Jackson, Michigan

## **A Day in the Life of a Lumberjack**

**They called us "shanty boys." We cut the trees in Michigan's woods. Lumber from the forests built the homes, the cities and the railroads west as our nation grew. Come, spend a day in the woods with us.**

**5:00 AM:** Wake up! The Bull of the Woods hollers, "Daylight in the Swamp!" to wake us. We'll be out in the woods as soon as it is light enough to cut safely. Bull of the Woods = camp boss

**5:30 AM:** Breakfast.

The camp cook and the cookees serve a hearty breakfast so we shanty boys can work hard all day. The table is spread with morning glories, sinkers, Murphies, doorknobs, red horse, and black lead. We have only 20 minutes to eat.

Cookees = cook's assistant; Doorknobs = biscuits; Morning glories = pancakes; Red horse = corned beef  
Sinkers = doughnuts; Murphies = fried potatoes; Black lead = coffee

**6:00 AM:** We head into the forest. We walk or get a ride on the back of sleds. It's cold!

**6:30 AM:** Timber! We fell the big white pine trees. We saw the trees into 16-foot-long logs and haul them by sled to the river bank for the spring drive. Fell = cut

**12:00 PM:** Lunch.

We eat lunch in the woods. The cookees bring the lunch out to us on sleds. It's a hearty hot lunch of pea soup, warmed up breakfast leftovers, bread, hot coffee and tea and cookies and pie.

When it's really cold, the cookees bring blankets and build a fire. Then we sit around the fire with the blankets over our shoulders while we eat.

**12:30 PM:** We go back to work cutting the pines, sawing the logs and moving them to the riverbanks. When it gets too dark to see anymore, we hear call of the "Gabriel Horn." The cook or one of the cookees sounds the horn to let us know that we can quit and come in for supper.

**6:00 PM:** We return to camp, walking or riding on the sleds. It's a two-mile walk back to the camp after a hard day's work.

**6:30 PM:** We peel off our wet wool clothes and wet boots and hang them to dry around the heating stove in the bunkhouse. Some of the shanty boys brush down and feed the horses. Others put away the equipment. The blacksmith starts his repair work, and the saw filer files the saws for the next day.

**7:00 PM:** Supper

We sit down for another hearty meal in the cook shanty. We wash down meat, potatoes, canned fruit (especially prunes), and vegetables beans, bread and pies with hot coffee and tea. Again only 20 minutes for the meal! We keep quiet while we eat—"No Talking" is the rule! Cook shanty = dining room

**7:30 PM:** We rest and relax in the bunkhouse until lights out. Some of the shanty boys entertain us by telling tall tales or playing musical instruments. We sing and dance and play games. Some of the shanty boys sharpen their axes on a grindstone in the bunkhouse.

**9:00 PM:** Lights Out! Those bunks covered with straw look mighty welcome after our long day. We crawl into our blankets. It's crowded—2 men to a bunk—but it keeps us warm. The work will start all over again at 5:00 a.m. tomorrow!



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